



DELAINE EASTIN
State Superintendent of Public Instruction



February 11, 2000

To: Project Directors of Districts and Principals Operating
SB 65 Pupil Motivation and Maintenance (M&M) Programs

From: Susan M. Bennett, Program Administrator
Educational Options Office
(916) 322-5015

Subject: **Non-Competitive Pupil Motivation and Maintenance (M&M) Program
Application for Fiscal Year 2000-2001**

The California Department of Education will not score your School-Based Pupil Motivation and Maintenance (M&M) school competitively this year. However, all schools receiving M&M funding must submit information about student performance, including your Academic Performance Index report, and the use of M&M funds as requirements for refunding.

As an accountability measure, schools not in competition for funding are required to make an Accountability Community Report about their M&M program to one or more of the following groups in the community outside the school: the local school board, the city council, the office of an elected state representative, the chamber of commerce, or a local professional service club. A report to a group whose reason for existence is linked to the school, like a teacher-parent organization or School Site Council, does not fulfill this requirement. The Accountability Community Report should highlight significant student results that showcase the M&M program's benefits to the school, parents, and the community. The presenters should also solicit suggestions from the community about improving the program. A written summary of the presentation must be included in the M&M Non-Competitive Application which is due to the Department of Education by May 15, 2000. **Non-competitive schools that do not meet the application deadline, do not complete all elements of the application, or do not provide evidence of a community presentation to an outside agency will not be refunded.**

Schools must attach the following program evidence at the end of the completed 2000-2001 application: Appendix A, 35 or more Student Study Team Summaries with their follow-up meeting minutes; Appendix B, School Site Council Minutes; Appendix C, Evidence of Coordination of Services; Appendix D, Evidence of a School Accountability Report to the Community. Appendix E, Dropout Prevention Conference Model Program Submission, is optional.

The 2000-2001 M&M grant will be \$50,000, reduced by the amount of unexpended grant funds. Non-Competitive M&M applications are due on May 15, 2000, and must be received no later than 5:00 p.m. at the Educational Options Office in Sacramento. No application will be accepted after that time. Mail or return the application to:

Marco Orlando, Consultant
California Department of Education
Educational Options Office
660 J Street, Suite 400
Sacramento, CA 95814

Should you need additional assistance or have further questions, please call Marco Orlando at (916) 323-2212 or Margarita Garcia at (916) 323-5029.

Attachments
SMB: mjo

c: District Superintendents

Instructions for Completing the 2000-2001 Non-Competitive Motivation and Maintenance Application

(Do not include this page with your application.)

1. Submit the application in a two-inch, three-ring binder. Use dividers to indicate the major sections. Clearly identify the application section number, section name, and page number of any additional pages requested. No applications will be accepted if received after the dead line of 5:00 p.m. on May 15, 2000, at the Educational Options Office in Sacramento.
2. Limit the application to 8 1/2" x 11" pages, with a one-inch margin. For narrative pages, please use double-spaced or 1 and 1/2- spaced lines and a 11- or 12-point font that does not exceed six lines per inch. Pages must be clearly numbered. Applications that are difficult to read or do not follow in correct sequence may be difficult for readers to evaluate.
3. There are gaps in the pages in the application to allow applicants to insert narrative descriptions of the section content requested. Please number your narrative insertions in the sequence requested and clearly identify the section corresponding to the page number(s) provided in the application.
4. Submit components of the application in the following order:

SECTION I: FORMS

Page 1. Your school's cover page with the name of the school district and school. (Attach a stamped, self-addressed post card for our office to acknowledge the receipt of your application.)

Page 2. School Board Plan Approval and Assurance Statement.

Page 3. School Site Council Assurance Statement..

Page 4. Proposed Program Budget.

Page 5. Personnel List.

Page 6. Expenditure Report. *This report is not due to the California Department of Education until July 31, 2000.*

SECTION II: 1999-2000 END-OF-THE-YEAR REPORT

Page 7. Program Information.

Page 8. M&M Program Improvement Documentation and Outreach Consultant Information.

Pages 9-10 Narrative insertions for multi-year attendance, suspension, and expulsion data.

SECTION III: COORDINATION AND INTEGRATION OF SERVICES

Pages 11-13 Coordination and Integration of Services narrative insertion explaining how state funds and/or services are coordinated at the school site. Documentation of actual service coordination is to be submitted as Appendix C following page 28 of this application.

SECTION IV: RESILIENCY

Pages 14-15. Explanation of Resiliency elements that should be institutionalized at the school and evidence of this school work included in the Community Accountability Report. The resiliency factors are included for your convenience.

SECTION V: STUDENT SUCCESS TEAM

Page 16. Submit Student Success Team minutes with follow-up meetings as Appendix A after page 28 of this application. Reflect successful results of SST meetings in the Coordination narrative and in the community Accountability Report as described in Section VIII.

SECTION VI: STUDENT LEARNING LEVELS

Pages 16. Explanation of Student Learning Levels data.

Page 18. 1999-2000 Standards-Based School Achievement Summary (SBSA) Form.

Page 19. 1999-2000 Academic Performance Index (API) School Report Form.

Pages 20-22. Narrative insertion describing student learning findings at the school.

SECTION VII: SCHOOL SITE COUNCIL

Page 17. Submit School Site Council minutes as Appendix B after page 28 of this application.

SECTION VIII: ACCOUNTABILITY REPORT TO OUTSIDE AGENCY

Page 17. Explanation of requirements for School Accountability Report and School Goals elements.

Pages 23-25. Insert narrative describing the presentation of your school's outside agency community report. The report should include information about the name of the community group selected and date the report was made and a summary of the content of the presentation.

SECTION IX: SCHOOL GOALS

Page 26. Insert narrative describing the site's schoolwide quantitative improvement goals for the 2000-2001 school year.

SECTION X: APPENDICES

Appendix A: Submit a minimum of thirty-five (35) Student SuccessTeam (SST) Summaries with the follow-up documentation attached to the initial SST summaries. Please number each SST summary sheet and follow-up meeting on the top right corner of the document. For example, the first SST summary sheet and follow-up meeting would be identified as number 1. **To maintain confidentiality, you must black out the last name of the student and parent on all SST forms.**

Appendix B: School Site Council (SSC) Minutes. Submit the SSC minutes and indicate the status of all members, the student, parent, teacher, or other staff member in the minutes.

Appendix C: Attach evidence of School-Based Coordination of Services, to include agendas, minutes, student assignments, memoranda of understanding with outside agencies, etc. This material, a maximum of five pages, should include evidence that student and family needs are the major topic of these meetings. **Student and parent identifiers and last names must be blacked out in these documents.**

Appendix D: Include a summary of the school's Community Accountability Report to an outside agency or community group. Organizations that exist at the school or to support the school are **not** appropriate.

Appendix E: California Dropout Prevention Model Program Concurrent Session submission, is optional. Include student performance evidence that the submitted program has been effective.

Include a stamped, self-addressed postcard attached to the cover of each application. The returned postcard will serve as notification to your school that the California Department of Education has received your application by the deadline date.

SB 65 School-Based Pupil Motivation and Maintenance Program 2000-2001 Non-Competitive Application Assurance Checklist

Please retain a copy of the application at your school.

All applicants must submit the following items as part of their **2000-2001** Motivation and Maintenance program application to the Educational Options Office no later than 5:00 p.m. on Friday, May 15, 2000. Late or incomplete applications, competitive or non-competitive, will not be considered for funding. **(Do not include this page with your application.)**

End-of-the-Year Report. Submit the application and End-of-the-Year Report forms, including narratives, in the sequence identified in the instructions. Although you must respond to all elements in the application, it is not necessary to use the maximum pages allowed. The page numbers should correspond to the numbers listed in the instructions.

SB 65 Assurances. Complete the assurances and forms provided in this application. Submit copies of all Student Study Team (SST) summaries and their follow-up meeting documentation after page 32 as Appendix A of this application. Place each follow-up form immediately behind its corresponding initial SST summary sheet numbered in chronological order. The school board must review, approve, and sign the School Board Plan Approval and Assurance Statement. Attach a signed copy of the board approval to each application submitted by your district. This form may be submitted after the deadline date with the prior approval of the Educational Options Office.

School Site Council Composition. The School Site Council (SSC) must review and approve the **2000-2001** Pupil Motivation and Maintenance application. The composition of the SSC is a compliance item. The SSC must be composed exactly as required by law. *If you are uncertain of the correct composition of your School Site Council, contact Marco Orlando at the Educational Options Office (916) 323-2212 for assistance.*

Proposed Budget for FY 2000-2001. Use the attached form to report the budget for the **2000-2001** year. Report unexpended 1999-00 M&M grant funds to the California Department of Education in the column indicated. The budget must be approved and that approval must be recorded by the School Site Council in its minutes and signed by its chair.

Personnel List. Use this form to report changes of personnel at your school. Include telephone and address changes as well.

Expenditure Report. Final expenditures are usually not known until after the fiscal year ends. For this reason schools *may submit the final expenditure form by **July 31, 2000**, after the due date for the M&M application.* Each school must submit the expenditure form (CDE-101-A) provided in this application to report 1999-00 program expenditures *by **July 31, 2000**.* Be sure to identify the unexpended amount from 1998-99 carryover and 1999-2000 expenditures in the columns indicated. The amount reported as unexpended on line 12 of the 1998-99 column should be the same as the amount reported on the proposed budget form. Clearly indicate both the amount of the indirect cost and the indirect rate used by the school district. Grant letters for 2000-2001 funding cannot be sent to your school district until this form has been submitted to the Educational Options Office. *If you have questions regarding your expenditure report, contact Margarita Garcia at (916) 323-5029 for assistance.*

SCHOOL BOARD PLAN APPROVAL AND ASSURANCE STATEMENT FOR DISTRICT MOTIVATION AND MAINTENANCE APPLICATIONS

The signature of the Board of Trustees/School Board President or designee verifies that the Board has reviewed and approved the SB 65 School-Based Pupil Motivation and Maintenance (M&M) Program Applications of the school(s) listed below. With these signed assurances the school district accepts liability for the return of funds used for purposes other than those identified in this application.

Name of School District

Name and Title of School Board President/Designee

Signature of School Board President/Designee

Date of Action

List of approved SB 65 School-Based Pupil Motivation and Maintenance school application(s) for your district for 2000-2001.

Name of School

School Address

Grade Level(s)

The deadline for the submission of this application to the California Department of Education is 5:00 p.m. on May 15, 2000. This office will not consider applications received after this time.

SCHOOL SITE COUNCIL ASSURANCE STATEMENT 2000-2001

School	Date
District	CDS Code — — <small>Assigned number in the <i>California Public School Directory</i></small>
School Principal	Telephone ()

Composition of the School Site Council

Every School-Based Coordinated program must have a School Site Council (SSC) composed equally of school staff and parents/students. All members of the SSC are elected by their peers (teachers, classified employees, parents, and students). School staff membership must include a majority of classroom teachers and at least one staff person who is neither the principal nor a teacher. The parent membership at an elementary school must equal the total school staff membership. At middle and high schools, students must comprise half of the parent and student membership. A community member may take the place of a parent if chosen by parents of students currently attending the school. (Reference: *School-Based Programs, Coordinated Compliance Monitoring Review Manual*)

The minimum number of SSC members for an elementary school is **ten**; for a middle or high school it is **twelve**.

Type or print the full name and current position each individual held in the 1999-2000 SSC.

Principal	Parent
Teacher	Parent
Teacher	Parent
Teacher	Parent/ Student (Circle One)
Teacher	Parent/ Student (Circle One)
Other	Parent/ Student (Circle One)

We, the above, attest that we have reviewed and approved the SB 65 school plan, budget and role description of the outreach consultant position by a majority vote. We were the duly elected School Site Council for the SB 65 School-Based Pupil M&M Program Plan at our school.

Printed name of the SSC Chairperson	SSC Position (e.g., parent, teacher)
Signature of SSC Chairperson	Date

**SB 65 School-Based Pupil Motivation and Maintenance Program
2000-2001 Proposed Budget**

Complete one report for each school.

Name of School

CLASSIFICATION	2000-2001 Grant	1999-00 * Carryover
1000 Certificated Outreach Consultant (ORC) Salary		
2000 Classified Outreach Consultant Salary		
3000 Employee Benefits		
Personal Services Contract for the Outreach Consultant		
4000 Books and Supplies for the personal library of the Outreach Consultant (cannot exceed \$1,000)		
5000 Services and Other Operating Expenditures ORC staff development / conferences ORC mileage (job-related)		
Indirect Cost District Indirect Rate _____%		
Total Grant		

Total of the two columns should be \$50,000

Pupil Motivation and Maintenance funds shall not be used for capitol outlay.

*Refers to carryover reported on the 1999-2000 Expenditure Report Form CDE-101-A.

Printed or typed name of the SSC Chairperson	Parent / Staff Position
Signature of 1999-2000 SSC Chairperson	Date

2000-2001 Personnel List
SB 65 School Based Pupil Motivation and Maintenance Program

Name of School District		
Name of Superintendent		
District Address	City	Zip
Telephone (<i>include area code</i>)	Fax #	
Name of District Fiscal/Grants Officer		
Title		
District Address	City	Zip
Telephone (<i>include area code</i>)	Fax #	
Name SB 65 District Coordinator		
Title		
Address	City	Zip
Telephone (<i>include area code</i>)	Fax #	
E-mail address		
Name of School		
		CDS Code
Name of School Principal		
School Address	City	Zip
School Telephone (<i>include area code</i>)	Fax #	
Name of Outreach Consultant		
Outreach Consultant Telephone (<i>include area code</i>)		Fax #
E-mail address		

- ☐ Check this box if the outreach consultant is new to the school.
- ☐ Check this box if the principal is new to the school.
- ☐ Check this box if this is a new SB 65 K-12 cluster application.

State of California

Department of Education

EXPENDITURE REPORT FOR FISCAL YEAR 1999-2000

District Name: _____ School Name: _____

Program: *SB 65 Pupil Motivation and Maintenance Outreach Consultant Grant****DUE JULY 31, 2000***Objects of Expenditure: *(Enter Dollar Amounts Only)*

Account No.	Classification	1999-2000 Expenditures	1998-99 Carryover
	<i>Certificated Personnel Salaries (Outreach Consultant only)</i>		
1900	Other Certificated Salaries	\$	\$
	Other (please specify)	\$	\$
	Other (please specify)	\$	\$
	<i>Classified Personnel Salaries (Outreach Consultant only)</i>		
2900	Other Classified Salaries	\$	\$
	Other (please specify)	\$	\$
	Other (please specify)	\$	\$
	<i>Employee Benefits (Outreach Consultant only)</i>		
3100	State Teachers' Retirement System	\$	\$
3200	Public Employees Retirement System	\$	\$
3300	Old Age, Survivors Disability, and Health Insurance	\$	\$
3400	Health and Welfare	\$	\$
3500	Unemployment Insurance	\$	\$
3600	Workers' Compensation Insurance	\$	\$
	FICA	\$	\$
	Other (please specify)	\$	\$
	<i>Books and Supplies (Personal Library of the Outreach Consultant)</i>		
4200	Other Books	\$	\$
4500	Other Supplies	\$	\$
	<i>Services and Other Operating Expenditures</i>		
5100	Contracts for Personal Services of Consultants	\$	\$
5200	Travel and Conference (not to exceed \$1000)	\$	\$
5300	Dues and Memberships	\$	\$
5800	Services and Operating Expenditures (specify)	\$	\$
	Mileage (intra-district travel)	\$	\$
	<i>Indirect Costs</i> Indicate District Rate _____ % (As reported on the J-380 Program Cost Allocation Form)	\$	\$
	TOTAL EXPENDITURES	\$	\$
	1998-99 GRANT AWARD	\$	\$
	AMOUNT UNEXPENDED	\$	\$

CERTIFICATION: I certify that I am the duly appointed representative of the above named agency and that, to the best of my knowledge, the above report is correct and expenditures are in accordance with Chapter 12 (commencing with Section 52890) of Part 28 of the Education Code, notwithstanding the schedule set forth in Section 54723 of the Education Code.

Name and Position of person completing this report

Telephone ()

Signature

Date

Pupil Motivation and Maintenance Program 1999-2000 End-of-the-Year Report

School	School District
Address	County
City State Zip	CDS Code - - <small>Assigned number reported in the <i>California Public School Directory</i></small>
Telephone Fax () ()	Name of School Principal
Name of Outreach Consultant	District Contact

Education Code Section 54734 requires the California Department of Education (CDE) to perform program quality reviews for those schools implementing the Pupil Motivation and Maintenance (M&M) Program. This reporting form is part of the review and funding process for schools that are competing for funding in the 2000-2001 program year. Non-competitive schools must complete this report and their community report about their 1999-2000 progress in dropout prevention activities. Please complete and return this form to CDE by **May 15, 2000**.

Data Collection. Following the recommendations of the 1994 Improving America Schools Act (IASA), the M&M program asks schools to collect and report learning data from their multi-funded student populations (e.g., Title I, Special Education, Bilingual LEP students). This year the reporting form will be identical to the Consolidated Application Form II. This information is also required by CDE Coordinated Compliance Reviews and Title I Schoolwide Program Applications. **A copy of this information should be retained at your school after submission of this report to provide baseline data for future reports and possible inclusion in the annual Dropout Prevention Network Conference.**

SECTION II: PROGRAM INFORMATION

A. Enrollment: Enter the total number of students enrolled at your school during each year and indicate the type of school:

1998-99 1999-00 Year-Round School Traditional

B. Ethnicity: Enter the percentages for each group represented in your school population (e.g., 52.5%).

<input style="width: 50px;" type="text"/>	African American	<input style="width: 50px;" type="text"/>	Hispanic
<input style="width: 50px;" type="text"/>	Asian/Pacific Islander	<input style="width: 50px;" type="text"/>	Native American
<input style="width: 50px;" type="text"/>	White (not Hispanic)	<input style="width: 50px;" type="text"/>	Alaskan native

SECTION III: COORDINATION AND INTEGRATION OF SERVICES

All M&M schools are School-Based Coordinated Program Schools and are expected to coordinate and integrate state funds and/or services. Federal funds may be coordinated only by Title I Schoolwide Project Schools.

1. List **all** the categorical funds provided at your school and the dollars allocated.

Categorical Program	1998-99 Funding	1999-2000 Funding
SB 65 Motivation and Maintenance		
a.		
b.		
c.		
d.		
e.		
f.		

2. M&M Schools coordinate and integrate services and resources provided by state categorical funds (e.g., School Improvement, Bilingual funds) to meet student and family needs. The M&M program requests that this be done in regular, formal meetings (e.g., a “coordinating service council”) made up of state and (if your school is a “Title I Schoolwide Improvement Project”) federal personnel. List the names of the members of your school’s coordination team, their positions, and the categorical program that funds them on the spaces provided below. If there are additional team members, add their names on a second copy of this page, numbered 11a. The Coordinating Team includes:

Name	Position	Program

3. Use a maximum of two pages, double-spaced (**pages 12 & 13**) to explain the operation of your formal coordination meetings in a narrative fashion and include the scheduled time and frequency of meetings. This narrative should refer to evidence that student and family needs are the major topic of these meetings. Explain how the school integrates its categorical programs to provide schoolwide services and report any positive consequences and the measurable results that are attributable to this integration of programs and services. Please include verification documentation such as minutes, agendas, sign-ins etc., for your program integration and coordination-of-service meetings (a maximum of 5 pages) as Appendix C after the final page of this application.

SECTION IV: RESILIENCY FACTORS AND ASSET DEVELOPMENT

(For Information Only)

The following strategies, programs and services build personal assets and resiliency among students in at-risk circumstances. In the Coordinated and Integration of Services and Community Accountability Report narratives, describe any programs and services at your school that support the assets and strategies listed below. Document any student attendance, attitude, or achievement improvement you have noticed by recognizing student assets or programs that develop assets among students employing these strategies. Emphasize any quantitative student performance improvement results.

1. Pro-Social Bonding

- a. The school increases bonds of connectedness between family members, between school and students, and between students and other positive, pro-social bonding groups or activities.
- b. Staff see themselves as nurturers and work to build positive relationships with students.
- c. Many before, after, and in-school activities are available to students.
- d. The work day is structured to promote meaningful interactions among staff.
- e. The school creates positive bonds with families.
- f. The physical environment of the school is warm, positive, and inviting.

2. Teaching "Life Skills"

- a. The staff teaches refusal skills, assertiveness, healthy conflict resolution, decision-making, stress management, how to make friends, and how to find and interview for a job. The qualities of a good employee are consistently taught to students in a format that emphasizes role playing and relevance to "real life" situations.
- b. The school uses cooperative learning, i.e., learning focusing on both social skills and academic outcomes, effectively.
- c. Cooperation between staff is emphasized and encouraged. The staff supports the need for on-going skills development related to effective organizational functioning and effective teaching.
- d. The school offers staff development opportunities on effective organizational change. Participation is encouraged, based on self-identified needs for skill development.

3. Clear, Consistent Boundaries

- a. A clear, firm policy, addressing student behaviors is in place and is consistently enforced.
- b. The intervention process for students (Student Study Team) is effective.
- c. Boundaries/expectations for school staff are clearly communicated and consistently enforced (e.g., school policies, organizational rules, parent support for family meetings, and family rules). The school fosters an on-going discussion of norms, rules, goals and expectations for staff and students.
- d. Staff model behavioral expectations developed for students and themselves.
- e. The school offers staff development on policy and procedural issues and effective classroom management.

SECTION IV: RESILIENCY FACTORS (cont.)

4. Caring and Support

- a. Many types of incentives, recognitions, and rewards are in place for students.
- b. Structures and programs are in place in the school (e.g., counseling, support groups, home rooms, etc.) to increase caring and support for students.
- c. Many types of incentives, recognition, and rewards are in place for staff.
- d. The reward system for staff includes recognition for individual risk-taking and achievement. The school has a climate of kindness and encouragement.
- e. Resources needed by students and staff are secured and distributed fairly at the school.
- f. The school ensures that all children have some caring and support by providing school programs such as mentorships and community support groups that can provide unconditional caring, listening, encouragement, and support.
- g. The school organizes programs so that students identified in at-risk situations have regular contact with at least one caring adult at the school.

5. High Expectations

- a. Staff communicate the belief that all students can succeed clearly and frequently, providing all children with high expectations for success.
- b. Policy and practice assure that little or no labeling (formal or informal) or tracking of students takes place.
- c. Staff communicate the belief that all staff can succeed clearly and frequently.
- d. The school encourages increased understanding of each staff member's contribution and supports job sharing, teaming and other cooperative ventures.
- e. The school provides growth plans with clear outcomes, regular reviews, and supportive feedback.
- f. An attitude of "can do" permeates the school.

6. Opportunities for Meaningful Participation

- a. Student programs which emphasize service to other students, school, and the community are in place.
- b. Students and staff are meaningfully involved in making decisions about the school, including decisions about governance and policy.
- c. Staff roles are defined to include organization-wide responsibilities.
- d. All members of the school community (students, parents, staff) are viewed as resources rather than as problems, objects, or clients.
- e. The school climate emphasizes and rewards probing assumptions, doing what really matters, and risk-taking.
- f. Each student should be involved in some positive school program, such as cross-age tutoring or support groups, clubs, or organizations.
- g. The school fosters Service Learning and/or Community Service.

SECTION V: STUDENT SUCCESS TEAMS

Submit as Appendix A at least 35 numbered student study team summaries including all follow-up meeting forms filed immediately behind their respective initial meetings. You may submit summaries of meetings conducted after May, 1999 that were not submitted previously with last year's application.

SECTION VI: STUDENT LEARNING LEVELS

In the recent augmentation of M&M program funds, the governor called for an evaluation of the M&M program before the state would approve further expansion. This year's M&M application requests the school's Academic Performance Index (API), and performance data for multi-funded student populations (SBSA form). Schools obtain this test data from their district offices. The "multiple measures" include testing using the Stanford 9, district or state standards-based tests, and various classroom assessments. To make reporting data uniform across all SB 65 sites, all schools will continue to submit as **page 18** the Standards-Based School Achievement (SBSA) Summary form for multifunded students based on the Stanford 9 results. All SB 65 M&M schools will complete the Academic Performance Index School Report, including it as **page 19**.

In addition to submitting the Standards-Based School Achievement (SBSA) Summary report form, provide responses to the following questions (**pages 20-22**):

1. What quantitative learning goals did your school set for the 1999-00 school year? What multiple measures did the school use to review the progress of Special Education, Title I, Bilingual, and other special multifunded school populations? Describe the school's success or lack of success. Report your API results as Appendix D. using quantitative data. Be as specific as possible, reporting the progress of multifunded students in comparison to the school as a whole.
2. Using the SBSA and API forms and state or district standards as norms, compare scores of all multifunded groups in one grade level with the scores of all students in one grade level. Show the percentage of multifunded students scoring at or above grade level. Describe the process your school used to analyze the scores and list any improvements made to the academic program that resulted from an examination of student learning findings. Describe specific examples of how this inquiry has improved scores. Complete the API school report form using published information.
3. (Optional Multiyear Comparison Response for Model Program Consideration)
Compare the performance of one grade's score with the following year's score for the same groups. For instance, report the 1998-99 fifth grade reading scores of the English Learners with the fifth grade as a whole. Then report this group's information from previous years, e.g., 1997-98. After completing the SBSA and API school report forms, explain the results on your narrative pages in any form that you find most helpful (e.g., graphs, lists, quantitatively supported narratives). The Standards-Based Achievement Summary Report (SBSA) form is page 18, the Academic Performance Index Form (API) is page 19, and the narrative pages are 20-22.

Information must be presented in a manner that will ensure that the reader can clearly identify the following information in your report:

1. The percentage of the multi-funded student populations served (e.g., Title I, LEP, Special Education) and the proportion of those populations represented in the sample reported (e.g., 35 Special Education students comprising 60 percent of the school's Special Education students).
2. Grade level(s) that you are examining (e.g., 1997-98 third grade, 1998-99 fourth grade).
3. The name of the test(s) or assessment method(s) used (e.g., Stanford 9) and scores obtained or other results (e.g., Gates-McGinitie and/or alternative assessments).
4. What decisions, if any, did the school make after reviewing the number of students achieving below grade level standards?

SECTION VII: SCHOOL SITE COUNCIL

Submit all School Site Council Minutes (not agendas) as Appendix B at the end of this application.

SECTION VIII: COMMUNITY ACCOUNTABILITY REPORT

Non-competitive M&M schools must submit an accountability report that has been presented to the community serving the school. The audience must be a group separate from the school, for example: the local school board, the city council, an office of an elected state representative, the chamber of commerce, a teacher-parent association, or a local professional service club, but not merely to the School Site Council, PTA, a business partnership, volunteer mentoring group, or other school-linked group.

The community accountability report should include student performance data and information about innovative programs and services (i.e., SST meetings) that lead to improved student scores and support for parents and families. An exemplary presentation will include information about resilience and asset development programs; and specific examples of SST successes; quantitative improvements in student attendance, attitude, and achievement; and, possibly, anecdotal examples of particular students for whom the M&M program has made a positive contribution.

The narrative must identify the audience to whom the accountability report was made, the date of the presentation, and a written summary of the presentation. To provide evidence for the report you may include newspaper clippings, public notices, photographs, and agendas for the meetings in Appendix D of this application. Limit the narrative to three pages, double-spaced (pages 23-25).

SECTION IX: SCHOOL GOALS

In the 1999-2000 M&M application each school identified and submitted a schoolwide goal. Report the progress made on this goal at your school. As a result of this review of your school's student performance levels in the 1999-2000 school year, identify a different student performance goal for the 2000-2001 school year that focuses on one or more of the following: student attendance, student attitude, and/or student achievement. Indicate how this goal will be measured and how its attainment will be celebrated by parents, staff, and students. Use a one-page, double-spaced narrative (page 26).

SECTION X: APPENDICES

After **page 28** add Appendices A, Student Study Team Summaries with follow-up documentation; B, School Site Council minutes; C, Evidence of School-Based Coordination of Services; D, Evidence of the Community Accountability Report to an Outside Agency. Appendix E, Dropout Prevention Conference Model Program Submission, is optional.

***CALIFORNIA DROPOUT PREVENTION CONFERENCE
MODEL PROGRAM CONCURRENT SESSION PROPOSAL (Optional)***

The Educational Options Office showcases Model Programs at the annual Dropout Prevention Conference as the Model Program Repository. If you have a successful program you wish included in this repository, please complete the following questions:

1. Program Title:
2. Program Subject: Area (e.g. gang reduction, resiliency, etc.):
3. Is your program or strategy "transportable," i.e., is it workable at other schools? If so, please share a written description of it for the M&M Model Program Repository. Use other page(s) to describe the program in Appendix E at the end of this application.
4. What measurable evidence do you have of the success of this program or strategy?
5. Program Manager/Contact Person _____

Address _____ Phone () _____
City/State/Zip _____ FAX () _____

Please complete this application and mail to:

**Marco Orlando, Consultant
California Department of Education
Educational Options Office
660 J Street, Suite 400
Sacramento, CA 95814**